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ABSTRACT

The document provides information on a model for training preservice teachers to develop individualized education plans (IEPs) for mentally retarded or otherwise handicapped children. Outlined are the modules for assessment, development and implementation of the IEP, and evaluation of remediation of the developmental program. Appended materials include a sample form for informal observation, a case study format, and a list of tests with addresses. (SBH)

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DIVISION OF PSYCHO EDUCATIONAL SERVICES

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A MODEL FOR TRAINING PRE-SERVICE TEACHERS TO DEVELOP INDIVIDUALIZED EDUCATION PLANS

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EC110346

TABLE OF CONTENTS

	Page
BACKGROUND INFORMATION ON TRAINING PROGRAM	1
INTRODUCTION	3
COMPETENCIES TO BE ACHIEVED	3
MODULE I - ASSESSMENT	4
Introduction	4
Assessment Instruments	4
Informal Observations	5
Analysis and Synthesis of Data	5
MODULE II - DEVELOPING AND IMPLEMENTING INDIVIDUALIZED EDUCATION PLANS	6
Introduction	6
Individualized Education Plan	6
MODULE III - EVALUATION OF REMEDIATION OR DEVELOPMENTAL PROGRAM	8
Introduction	8
EXPLANATION OF INDIVIDUALIZED EDUCATION PLAN	9
APPENDIX	

BACKGROUND INFORMATION ON TRAINING PROGRAM

There are some restrictions placed on a pre-service training program for developing an Individualized Education Program for a child. The major restriction is involvement at the conference level. The Parent Conference is dealt with as a part of the EEC 412 course and agin in EEC 407, 408, and 409 sequences (Educational Planning for Exceptional Children). Simulated activities are substituted when the actual field experience can not be provided.

Due to the performance based approach at Florida International University, trainees are placed in the field early in their training program. The training program is very much depended upon the cooperation from school district personel, principals, classroom teachers, and students. An advantage of students being in the field at the time that they are learning about PL 94-142 and writing the individualized plans is that they can see the format used by the district and/or school in which they are placed. The forms used in the district and the forms trainees use are discussed and compared, therefore, providing a broader understanding of PL 94-142.

The Individualized Education Plan is not mandated as part of the IEP, but is implied. Consequently, the teacher trainees are provided instruction in writing an individualized education plan for a child in order for them to be effective classroom teachers. Knowledge of an Individualized Education Plan will assist the trainee

in developing a systematic approach to planning instruction for a child. Teacher trainees are also provided training in the following skill areas: conducting parent/teacher conferences; group interaction skills; developing leadership skills; working with parents to follow through on instruction at home; using PTA's and/or PTO's to help promote learning in the classroom; and working with support personnel, such as school psychologists, counselors, social workers, regular classroom teachers, coordinators, physical therapists, speech therapists, and occupational therapists.

INTRODUCTION

This guide provides information on a model for training pre-service teachers to develop Individualized Education Plans. Students training to teach in the area of mental retardation are provided:

1. information on the Law, PL 94-142, which mandates that each handicapped child must have a written individualized education program, and
2. field experiences in writing an individualized education plan.

Practice in designing individualized education plans for handicapped children provides the teacher trainee an opportunity to develop an effective remediation or developmental program under the supervision of trained personnel.

COMPETENCIES TO BE ACHIEVED AND DEMONSTRATED

1. The participant will develop an understanding of how to write a case study from psychological, educational, and process evaluation of a child.
2. The participant will develop an understanding of how to use information from an educational assessment of a child and design a remediation or developmental program.
3. The participant will develop an understanding of how to write an Individualized Education Plan for a child.

MODULE I

ASSESSMENT

INTRODUCTION:

Development of Individualized Education Plans at the pre-service training level involves a team approach. Teacher trainees receive training in the following areas:

ASSESSMENT:

Students are trained to assess a child's functioning levels in the areas of self-help, communication, personal-social, perceptual-motor, academic achievement, and occupational/vocational skills. Appropriate diagnostic instruments are selected following the initial visitation to the classroom. Three visitations are made to the assigned classroom before selecting the assessment instruments (See Appendix Form A).

ASSESSMENT INSTRUMENTS:

COMPETENCY I

In order to collect the educational data and design the Individualized Educational Plan for the child that will be tutored, the student must validly administer, accurately score, and appropriately interpret a battery of tests selected from the following list:

Process Evaluation

A. Language and Speech Screening Test
B. Frostig Test for Development of Visual Perception
C. Wepman Test of Auditory Discrimination
D. Roswell-Chall Auditory Blending Test
E. Purdue Perceptual-motor Survey
F. Portage Guide to Early Education
G. Bankson Language Screening Test

Academic Achievement Skills Evaluation

A. Diagnostic Reading Scales (Spache)
B. Key Math Diagnostic Arithmatic Test
C. Peabody Individual Achievement Test
D. Kottmeyer Diagnostic Spelling Test
E. Portage Guide to Early Education Checklist
F. Boehm Test of Basic Concepts

Adaptive Behavior Skills Evaluation

A. AAMD Adaptive Behavior Scale: Public School or Institutional Version
B. Behavior Characteristics Profile
C. Vineland Social Maturity Test

Vocational/Occupational Skills Evaluation

A. San Francisco Vocational Competency Scale

Informal Observations

Additional data on the child is also obtained through informal observation, conferences with parents, teachers, principal, social workers, etc., as well as interactions between the child and trainee. Forms A and B in the Appendix outline the type of information that can be collected from an informal observation or planned conference.

ANALYSIS AND SYNTHESIS OF TEST DATA

COMPETENCY I

Upon completion of the test battery, the student will synthesize the assessment data and prepare a written case study. Form C in the Appendix is an outline of the type of information to be included in the case study.

Informal observations, parent-teacher conferences, academic and social reports are additional techniques utilized by the trainee to gather relevant information on the child. The case study format provides a complete picture of the child's handicaps, major deficit areas, and strengths, prior placements, and additional services.

TASK

After reading the case study in the Appendix, list the name of each test administered to the child and briefly state the type of data that can be collected from each test. Then decide what additional information you would need as a teacher to help you plan an academic program for this child.

MODULE II

DEVELOPING AND IMPLEMENTING THE INDIVIDUALIZED EDUCATION PLAN

INTRODUCTION

After completing the case study the teacher-trainee will prepare an Individualized Education Plan for the child. This Individualized Education Plan will focus on the remediation of the child's major deficient areas identified from the educational evaluation. A portion of the Individualized Education Plan will be implemented over a period of five weeks. The trainee will work with the child for one hour each day. Once experience has been provided in developing an Individualized Education Plan for one child, the trainee can apply the model to other handicapped children.

Individualized Education Plan

The Individualized Education Plan shall include: long term goals; behavioral objectives; appropriate methods; materials, and techniques to remediate the child's deficit areas. (See the Individualized Education Plan and Progress Chart in the Appendix, Form D)

Additional services needed by the child are written into the individualized program. A schedule is then developed to indicate when the child will obtain these services.

COMPETENCY I

From the child's Individualized Education Plan, prepare your daily lesson plans. Form E, Teaching Strategy-Individual Pupil Form may be used as a guide for preparing daily lessons. The daily teaching strategies (lesson plans) shall include:

1. Brief assessment summary of deficit areas to be remediated.
2. Stated behavioral objectives.
3. Instructional procedures.
4. List of instructional materials to be used.
5. Instructional evaluation of child's performance during the individual tutoring session.
6. Recommendations for follow-up lessons (future planning).

-- Teaching strategies must be approved (either daily or weekly) by the classroom supervising teacher.

-- Use multi-media materials in the child's instructional program.

-- When appropriate, design learning activity packets to use with the child.

-- Use the Progress Chart (see Form D in the Appendix) to record the progress of the child you are tutoring. Tutoring will begin about the fifth week of the quarter.

When implementing your tutoring program it is recommended that:

1. Lessons be planned and implemented within the assigned time block. Tutoring sessions should be designed for one hour.

2. Each objective should be stated in behavioral terms.

3. A management system should be designed with reinforcers when needed.

4. Quiet and active instructional activities should be used during the tutoring sessions.

5. The physical environment should be organized for maximum learning success.

TASK

Choose one deficit area identified in the case study. Write a behavioral objective, one method to teach the objective, materials needed to teach the objective, and a technique that can be used to evaluate mastery of the objective. Fill in the information below or on Form D.

MODULE III

EVALUATION OF REMEDIATION OR DEVELOPMENTAL PROGRAM

INTRODUCTION:

At the completion of the five week tutoring program, evaluation of the effectiveness of the remediation or developmental program should be done.

COMPETENCY I

Complete a summary of the remediation or developmental program activities and give specific recommendations for future work with the child. Changes in the Individualized Education Plans should reflect these recommendations. The summary and recommendations should be added to the case study.

TASK

After discussing the Individualized Education Plan and Progress Chart, evaluate the Chart in terms of its applicability to your particular classroom.

EXPLANATION OF INDIVIDUALIZED EDUCATION PLAN AND PROGRESS CHART

Students Name: John Doe Age: 10 Date Entered 10-2-77
School: Colonial Creek Elementary
Date of Assessment: July 1, 1977
Parents or Guardian: Frank and Barbara Doe
Teacher: Mrs. I. Toledo
Principal: Mr. Tom Forbes

Major Deficit Area: Reading
Type of Handicap: MR

The Individual Education Plan format used by the trainee should be flexible and adaptable to many types of handicapped children, classroom organizations, and training programs. All important data on the child should be readily visible to the trainee. Detailed information and procedures can be recorded on the Teaching Strategy Form when needed.

The assessment date indicates to the user of the IEP the last time the child was given a complete educational evaluation.

The major deficit area shows the area in which the child was most deficient during the last educational assessment.

The type of handicap reflects the type of class to which the child is assigned.

The assessment summary gives a brief review of the deficit areas that need remediation. This information is taken directly from the case study.

The Long Range Goals provide the focus to the overall remediation or developmental program. The specific instructional objectives for the IEP break the instruction down into component parts to assist the child in obtaining the long range goals planned for him.

The date instruction begins and the date the objective was mastered become a permanent part of the Child's IEP.

Suggested materials, procedures and evaluation techniques are support information needed to assist the child in mastering the instructional objectives.

Recommendations for additional services or modifications in the remediation or developmental program should be entered in the IEP.

The Progress Chart provides a daily record of the child's achievement on a particular instructional objective. It is designed so that the child can be evaluated approximately every ten weeks.

APPENDIX

FORM A

GETTING ACQUAINTED CONFERENCE

Your initial visit to the field should accomplish the following information:

1. Meet and get to know your classroom supervising teacher.

2. Observe the class and determine, with classroom teacher, the child you will tutor.

3. Discuss with supervising teacher any records, evaluations, or data of any kind that have been collected on the child. If permissible, ask to see the file kept on the child.

4. Discuss with the classroom teacher the type of assessment you are planning to do with the child (Reference should be made to list of tests on page 2)

5. Establish rapport with child before beginning any type of assessment.

FORM B

INFORMAL OBSERVATION*

One of the most effective and expedient ways to become acquainted with the child you are assigned to tutor is through planned observation, conference, and analysis of classroom behaviors. During observation and conference you are made aware of specific academic and social behaviors exhibited by the child. Records should be maintained, with explanations, on any peculiar academic or behavior difficulties the child may be experiencing. The following questions will serve as a guide for conducting an informal observation and/or planned conference.

1. How does the child interact with others in a group situation? _____

2. Does the child have good independent working habits? _____

3. How does the child respond in a dependent, (teacher-child, aid-child, etc.), situation? _____

4. Does the child interact well with the classroom teacher and other adults in the classroom? _____

5. Are there environmental or communication factors interfering with the child's learning in a classroom setting? _____

6. What type of attitude does the child project toward you? _____

7. Do you observe any weaknesses demonstrated by the child in social interaction skills? _____

8. Do you observe any weakness demonstrated by the child in academic skills? _____

9. Is there any indication of lack of self-confidence, shyness, etc. in the child? _____

*Adapted from Luretha Lucky, Student Teaching with Exceptional Children, Florida International University, Miami, Florida, 1975.

10. How has the classroom teacher programmed for the child's learning problem?

_____

11. How long has the child been in the class?

_____

FORM C

CASE STUDY FORMAT

I. Developmental History

A. Background Information on Child

1. Reason for referral
2. Referred by whom
3. Family relationship
4. Physical Development
5. Educational History

B. Current Status

II. Assessment Data Summary

A. Adaptive Behavior

1. Identification of strengths
2. Identification of weaknesses
3. How to program for areas needing remediation
4.

B. Educational Function

1. Identification of strenghts
2. Identification of areas needing remediation
3. How to program for weaknesses
4. How to use strong areas in compensatory program

C. Perceptual Evaluation

1. Visual
2. Auditory
3. Motor

D. Informal and Formal Observations

E. Intellectual Functioning Level

1. List source of information
2. List last evaluation

F. Conferences

1. Parent
2. Teacher
3. Foster Parent
4. Principal

G. Analysis and synthesis of assessment data

1. Outline remediation program for deficit area working with
2. Outline objectives, goals, material, methods, etc.

H. Recommendations

FORM D
PRE-SERVICE TRAINING MODEL

INDIVIDUALIZED EDUCATION PLAN AND PROGRESS CHART

Student's Name: _____ Age: _____ Date Entered Class: _____

School: _____ Date of Assessment: _____

Parents or Guardian: _____ Major Deficit Area: _____

Teacher: _____ Type of Handicap: _____

Principal: _____ Subject: _____

Level of function: _____

Assessment Summary: _____

Long Range Goals: _____

INSTRUCTIONAL OBJECTIVES (Short Term Goals)	Date Instruction Begins	Date Objective Mastered	Suggested Materials	Procedures Outline	Evaluation Techniques	Comments, etc.	Recommendations, program modifications, additional services,
1.							
2.							
3.							
4.							
5.							
6.							
7.							

8.						
9.						
10.						
11.						
12.						

Code: ■ Completely Mastered the Objective ☑ Attempted the Objective

☒ Objective Mastered at 50% Criterion Level ☐ No attempt to do the Objective

Date:	M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F M T W Th F
Objective Number	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

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TEACHING STRATEGY

INDIVIDUAL PUPIL FORM

DATE_____

PUPIL_____ DISABILITY_____

AGE_____ LEARNING MODALITY_____

TEACHER_____ REINFORCEMENT SYSTEM_____

STEP 1. ASSESSMENT SUMMARY

STEP 2. INSTRUCTIONAL OBJECTIVE

STEP 3. INSTRUCTIONAL MATERIALS AND EQUIPMENT

STEP 4. INSTRUCTIONAL PROCEDURE (TEACHING-LEARNING PROCESS)

STEP 5. INSTRUCTIONAL EVALUATION (OUTCOMES--FUTURE PLANNING)

LIST OF TESTS AND ADDRESSES

1. AAMD Adaptive Behavior Scales
   American Association of Mental Deficiency
   5201 Connecticut Avenue NW
   Washington, D.C. 20015

2. Bankson Language Screening Test
   University Park Press
   Baltimore, Maryland 21202

3. Behavior Characteristic Progression (BCP)
   Observation Booklet
   VORT Corporation
   PPO. Box 11132
   Palo Alto, California 94306

4. BOEHM - The Boehm Test of Basic Concepts
   The Psychological Corporation
   757 Third Avenue
   New York, New York 10017

5. Classroom Reading Inventory
   William C. Brown Company, Publishers
   Dubuque, Iowa

6. Frostig Test of Visual Perception
   Consulting Psychologists Press
   577 College Avenue
   Palo Alto, California

7. Key Math Diagnostic Arithmetic Test
   American Guidance Service, Inc.
   Publishers' Building
   Circle Pines, Minnesota 55014

8. Kottmeyer Diagnostic Spelling Test
   Webster Division
   McGraw-Hill Book Company
   100 Colony Square
   Atlanta, Georgia 30361

9. Language and Speech Screening Test
   Department of Communicative Disorders
   University of Mississippi
   University, Mississippi 38677

10. Peabody Individual Achievement Test
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

11. Portage Guide Early Education Checklist
The Portage Project
412 E. Slifer
Box 564
Portage, Wisconsin 53901

12. Purdue Perceptual-Motor Survey
Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

13. Roswell-Chall Auditory Blending Test
Essoy Press
P.O. Box 22206
San Diego, California 92122

14. San Francisco Vocational Competency Scale
The Psychological Corporation
757 Third Avenue
New York, New York 10017

15. The Kansas Reflection - Impulsinity Scale for Preschoolers (KRISP)
Central Midwestern Regional Educational Laboratory, Inc.
10646 St. Charles Rock Road
St. Ann, Missouri 63074

16. Spache Diagnostic Reading Scales
McGraw-Hill Book Company
100 Colony Square
Atlanta, Georgia 30361

17. Vineland Social Maturity Scale
American Guidance Service, Inc.
Publishers' Building
Circle Pines, Minnesota 55014

18. Wepman Test of Auditory Discrimination
175 E. Delaware
Chicago, Illinois 60611

RESOURCES

1. Florida Department of Education, Division of Public Schools, Bureau of Education for Exceptional Children, 1977.

Policies for the Development of Written Individualized Education Programs, The Council for Exceptional Children, 1920, Association Drive, Reston, Virginia 22091.

CASE STUDY

NAME: John Doe
DATE OF BIRTH: 2/16/69
PLACE OF BIRTH: Oxnard Ventura, California
SHCOOL: Colonial Creek Elementary
GRADE: Third

Background Information on Child

According to John's cummulative folder, he was born on February 16, 1969, in Oxnard Ventura, California, He is the youngest and only son of Frank and Barbara Doe. John has three older sisters, who live in the same household. His sisters' ages range from sixteen through eleven.

John's father is a diesel mechanic, and his mother is a housewife.

According to John's records, Mrs. Doe had no complications throughout her pregnancy. She could not remember anything she might have done or have taken while she was pregnant that resulted in John's retardation.

John's record indicated that when he was six months old his family moved with him to Miami, Florida. They bought a house in Opa-locka, Florida, where they are currently living.

John's motor and social development were slow, as indicated in his health record. He talked when he was three years old, walked when he was one year and a half, and was toilet trained at the age of three. His mother said that he was a head banger and exhibited rocking behavior. John, according to his mother, demanded a lot of attention when he was younger. He would do anything to get his own way,

which included throwing tantrums.

John was placed inkindergarten at the age of five years, and has attended school regularly since then.

BEHAVIOR CHARACTERISTICS PROGRESSION OBSERVATION

Reading Strand

Out of 50 possible objectives, John performed adequately in only 21 of them. He had a sight vocabulary of about 30 words. He reads on a primer level. He has no comprehension skills. However, he could place pictures in sequential order.

Writing Strand

His major weakness on this strand was his inability to hold the pencil steady while writing.

Social Eating Strand

Out of 36 possible objectives, John was able to perform in 23 of them. He has adequate skills in: using a fork, spoon, knife, and napkin correctly; handling food and drink; and using table manners.

The weaknesses observed in this area were: John's lack of understanding of the nutritional value of food, his inability to select portions of food according to appetite, and his inability to associate certain foods with time of day.

Math Strand

Out of 50 possible objectives in this strand, John correctly performed 18. He was able to: sort objects according to shape, size, and lenght, count orally from 1 to 20, locate front, back left, and right; construct sets up to three, and write the

numerals 1 to 10.

The areas in which John needs help are: telling time; counting from 11-20; distinguishing between the concepts of same and different.

Spelling Strand

Out of 50 possible objectives, John completed twenty. He was able to: recognize and say the letters of the alphabet, recognize the beginning sounds of m, p, b, t, r, l, n, and d, and spell simple words such as "am", "is", "it", "fat", "as", "cat", and "ram".

He showed weaknesses in: short vowel sounds, and identifying the final and medial consonant sounds in a word.

Interpersonal Relations Strand

Out of 50 possible objectives in this strand, John was able to perform in 24 of them. His strengths were: getting along with his peers, accepting help when needed, and participating in group activities.

His weaknesses were: not apologizing without being reminded, not offering comfort when others are in distress, and not volunteering help when others needed it.

In summary, he did not show feelings for others. See the attached summary sheet for the profile of the child.

AAMD ADAPTIVE BEHAVIOR SCALE

Data from this test indicated that John needed help in becoming self-directed, self-sufficient, developing socialization skills, and assuming responsibility.

He was unable to tie his shoes, comb his hair, brush his teeth, or get dressed without being constantly reminded. See attached summary data sheet.

SILVAROLI READING INVENTORY

Word Recognition	Comprehension
Independent PP	Independent*
Instructional P	Instruction
Frustration 1	Frustration
	Hearing Capacity 1

*John was not able to answer any of the questions related to the paragraphs he read.

The spelling survey was not administered because he cannot read on a first grade level. See attached profile sheet for summary of data.

Informal Observations

John squints his eyes when reading or looking around the room. His cumulative folder indicated that his vision was untestable. He had poor fine motor skills, but a good sight memory.

Parent Conferences

John's mother was very cooperative. She provided all the information needed for the AAMD Adaptive Behavior Scale. She indicated that John gets along fairly well with his sisters and loves affection and a lot of attention. She would stop by frequently for feedback on John's progress. She was very

pleased that I could work with John.

Summary of Data - See attached sheets.

Test results indicate that John needs immediate help in reading comprehension.

In math, John needs help in time concepts, subtraction, same and different, and short and long.

In social living skills, John needs help dressing himself, tying his shoes, identification of body parts, socializing skills, and fine motor development skills.

Recommendations

John should be given extensive tutoring in: reading comprehension skills, telling time, counting from 1-20, writing numerals from 1-20, writing letters of the alphabet, developing his fine motor skills, doing activities alone, dressing himself, and taking care of personal needs.

It is recommended that John's vision be tested, because he squints when he reads or focuses on an object. Speech therapy should also be continued.

John's attention span is good, he has good auditory memory skills, and he learns best through a tactile approach. When working with his deficit areas it would be advantageous to use concrete objects.

Data supplied by: Iris Toledo

EXAMPLE OF A TEACHING STRATEGY

INDIVIDUAL PUPIL FORM

PUPILS NAME: John Doe

DATE: July 11, 1977

LEARNING MODALITY: Visual/tactile/auditory

REINFORCEMENT: Points, candy, praise

1. ASSESSMENT SUMMARY: See Lesson 1
2. BEHAVIORAL OBJECTIVE: After introducing ten pictures to the child, the child will be able to read a sentence that conveys the main idea of each picture and match it with the proper picture. The criteria will be eight out of ten correct.
3. INSTRUCTIONAL MATERIALS: Ten pictures:
    1. Children eating and drinking
    2. A dog, man, and children playing
    3. A dog who ate chocolate candy
    4. A girl getting ready to go to school
    5. A girl and a boy with a wishbone
    6. Two girls playing
    7. A horse jumping a fence
    8. A train passing by a station
    9. A boy hiding
    10. Boys and girls eating and drinking
4. INSTRUCTIONAL PROCEDURE: Tell the child: John, we are going to look at these pictures. You are going to tell me what you see in each of them.

    Introduce the pictures one at a time. Ask the child to tell what he sees in each picture. After the pictures have been discussed, ask the child to point to the picture that is called out.

Introduce the sentences to the child. Ask the child to read the sentences one at a time. Ask comprehension questions that relate to the sentences that the child reads.

After the child reads each sentence, ask the child to match the sentences with the corresponding pictures.

After the child finishes matching the sentences with the pictures, have the child read the sentences once more. If the child has made an error, orient him to the correct response.

Reinforce the child verbally throughout the lesson. At the end of the lesson, give the child his points and candy.

5. EVALUATION: The evaluation will be based on the child's ability to match eight out of ten sentences correctly.

This lesson was taught on July 13, 1977. The child met the objective successfully. He enjoyed the lesson tremendously. His attention span was incredible. He attended throughout the lesson.